

"Clustered" Competencies for CONSULTING TEACHER

You are responsible for meeting all of the knowledge and performance standards and additional requirements for this endorsement. To assist you in writing to the knowledge and performance standards, they have been grouped or "clustered" into the following topical areas. These areas are incorporated in the scoring rubric for this endorsement. Please write to these "clustered" competencies.

Knowledge and Performance Standards – Foundations:

- F 1 Knowledge of typical and atypical early childhood through early adolescent development (for K-8) or early adolescent through adult development (for grade 7 – age 21) and ability to apply this knowledge to all aspects of special education practice
- F 2 Knowledge of the interaction of primary language, culture, and familial background with an individual's special needs
- F 3 Knowledge of and ability to perform the key roles of the consulting teacher within the educational support system
- F 4 Knowledge of the philosophical, ethical, historical, and legal foundations of special education
- F 5 Knowledge of current state and federal laws, regulations, and procedures governing the referral; identification/evaluation; eligibility determination; IEP development, implementation, and monitoring; and placement of students with disabilities

Knowledge and Performance Standards – Program Development/Consultation/Collaboration:

- PCC1 Knowledge of and ability to implement models and skills for effective special education consultation and collaboration
- PCC2 Knowledge of family systems theory and ability to implement family centered practice
- PCC3 Ability to develop Individual Education Plans (IEPs) that incorporate a variety of data and multiple perspectives on the strengths and needs of the student and that define authentic, observable, measurable, and sequenced short- and long-term objectives and benchmarks
- PCC4 Knowledge of and ability to incorporate local, state, and community resources and systems of care to support students and their families
- PCC5 Knowledge of professional development models and skills and ability to design and deliver effective training programs to special educators, other school personnel, and parents

Knowledge and Performance Standards – Assessment:

- A 1 Knowledge of and ability to facilitate the comprehensive special education evaluation process
- A 2 Knowledge of measurement theory and practice
- A 3 Knowledge of and ability to apply appropriate screening and assessment measures to identify learning difficulties and strengths, establish eligibility for services, and design effective individualized instruction

Knowledge and Performance Standards – Disabilities/Specialized Instruction/Interventions:

- DSI 1 Knowledge of the characteristics of the disabilities stipulated in state law, and impacts of these disabilities on educational performance
- DSI 2 Knowledge of and ability to develop and implement specialized curricula, interventions, and accommodations for students with disabilities grades K-8 and/or grade 7 to age 21
- DSI 3 Ability to integrate specialized therapeutic services into ongoing curriculum and classroom practice
- DSI 4 Knowledge of and ability to implement proactive and non-aversive behavior management strategies
- DSI 5 Ability to support classroom teachers in accommodating students with special needs
- DSI 6 Knowledge of and ability to facilitate maintenance and generalization of skills across environments

Knowledge and Performance Standards – Foundations of Basic Skill Areas:

- FBS 1 Knowledge of the processes, principles, and dimensions of oral language and literacy development
- FBS 2 Knowledge of the purposes and systems of language, and the relationship of the systems of language to the reading and writing process
- FBS 3 Knowledge of the developmental progression of phonological awareness, spelling, and morphological analysis
- FBS 4 Knowledge of the processes and components of reading comprehension and fluency
- FBS 5 Knowledge of the process of writing development and the components of effective written expression
- FBS 6 Knowledge of the continuum of development of mathematical thinking, particularly in the areas of mathematical quantification, calculation, and reasoning
- FBS 7 Typical and atypical social/emotional, psychological, and cognitive development as they relate to behavioral development
- FBS 8 Typical and atypical sensory and motor development, functioning issues associated with various common disabling conditions, and implications for learning, behavior, and demonstration of competence in a variety of tasks

Additional Requirements:

Master's degree in special education, or its equivalent

Two years of teaching experience

A minimum of a practicum, or the equivalent, in special education at the elementary/middle (K-8) or middle/secondary (grade 7-age 21) instructional level, depending on the authorization sought. For the full K-age 21 authorization, a minimum of a practicum, or the equivalent, in special education at both the elementary/middle (K-8) and middle/secondary (grade 7-age 21) instructional levels.